TEACHERS COLLEGE RECORD

VOLUME 89

Index

Fall 1987, pp. 1–170
Winter 1987; pp. 171–344
Spring 1988, pp. 345–470
Summer 1988, pp. 471–615

ARTICLES

Can Schools Be Reformed at the Bargaining Table. SUSAN MOORE JOHNSON, 269

Can Schools Teach Values. HAROLD HOWE, II, 55

Chefs and Teachers: A Hypothetical Exchange about Real Problems of Strengthening the Teaching Profession. JON WAGNER, 239

Computer as Material: Messing About with Time. GEORGE FRANZ AND SEYMOUR PAPERT, 408

Democracy, Scientific Knowledge, and Teacher Empowerment. JAMES W. GARRISON, 487

Developing Thinking Skills with Computers. JOHN B. BLACK, KAREN SWAN, AND DANIEL L. SCHWARTZ, 384

Education and the Religious. DONALD VANDENBERG, 69

Educational Theory and Recent Political Discourse: A New Agenda for the Left. SVI SHAPIRO, 171

Effective Schools and Effective Principals: Effective Research. PERRY Z. ZIRKEL AND SCOTT C. GREENWOOD, 255

Emergence of the Teacher's Voice: The Implications for the New Reform. JOSEPH P. McDONALD, 471

Evaluating Teachers: The Case of Socrates. SOPHIE HAROUTUNIAN-GORDON, 117

Explanations of Reading Comprehension: Schema Theory and Critical Thinking Theory. STEPHEN P. NORRIS AND LINDA PHILLIPS, 281

First Year Teaching: A Case Study. ROBERT V. BULLOUGH, JR., 219

For the Record. JONAS F. SOLTIS, 1

Giftedness as a Social Construct. MARA SAPON-SHEVIN, 39

Image Learning: Higher Education and Interactive Video Discs. BEN DAVIS, 352

Language Video Systems: Their Promises and Educational Potential. CARLA SEALWANNER, 371

Language of AIDS, The: The Public Fears, Pedagogical Responsibilities. JONATHAN G. SILIN, 3

Making Dick and Jane: Historical Genesis of the Modern Basal Reader. ALLAN LUKE, 91

Marking the Second Frontier. ROBERT O. McCLINTOCK, 345

Moving Computing and Education beyond Rhetoric. ROBERT P. TAYLOR AND NANCY CUNNIFF, 360

Peering at History through Different Lenses: The Role of Disciplinary Perspectives in Teaching History. SUZANNE M. WILSON AND SAMUEL S. WINEBURG, 525

Preparing Teachers for Uncertainty. ROBERT E. FLODEN AND CHRISTOPHER M. CLARK, 505

Progressive Education: On the Limits of Evaluation and the Development of Empowerment. HERBERT ZIMILES, 201
School Climate in American High Schools. AARON M. PALLAS, 541
Should Computers Know What You Can Do with Them? DON NIX, 418
Values and Cognitive Development. JOHN RAVEN, 21
When Teaching Thinking Does Not Work, What Goes Wrong? ROBERT J. STERNBERG AND MARIE MARTIN, 555
Will There Be Teachers in the Classroom of the Future? . . . But We Don't Think about That. SETH CHAIKLIN AND MATTHEW W. LEWIS, 431

AUTHORS

BLACK, JOHN B., KAREN SWAN, AND DANIEL L. SCHWARTZ. *Developing Thinking Skills with Computers*, 384
BULLOUGH, ROBERT V., JR. *First Year Teaching: A Case Study*, 219
CHAIKLIN, SETH, AND MATTHEW W. LEWIS. *Will There Be Teachers in the Classroom of the Future? . . . But We Don't Think about That*, 431
CLARK, CHRISTOPHER M., AND ROBERT E. FLODEN. *Preparing Teachers for Uncertainty*, 505
CUNNIFF, NANCY, AND ROBERT P. TAYLOR. *Moving Computing and Education beyond Rhetoric*, 360
DAVIS, BEN. *Image Learning: Higher Education and Interactive Video Discs*, 360
FLODEN, ROBERT E., AND CHRISTOPHER M. CLARK. *Preparing Teachers for Uncertainty*, 505
FRANZ, GEORGE, AND SEYMOUR PAPERT. *Computer as Material: Messing About with Time*, 408
GARRISON, JAMES W. *Democracy, Scientific Knowledge, and Teacher Empowerment*, 487
GREENWOOD, SCOTT C., AND PERRY Z. ZIRKEL. *Effective Schools and Effective Principals: Effective Research*, 255
HAROUTUNIAN-GORDON, SOPHIE. *Evaluating Teachers: The Case of Socrates*, 117
HOWE, HAROLD, II. *Can Schools Teach Values*, 55
JOHNSON, SUSAN MOORE. *Can Schools Be Reformed at the Bargaining Table*, 269
LEWIS, MATTHEW W., AND SETH CHAIKLIN. *Will There Be Teachers in the Classroom of the Future? . . . But We Don't Think about That*, 431
LUKE, ALLAN. *Making Dick and Jane: Historical Genesis of the Modern Basal Reader*, 91
MARTIN, MARIE, AND ROBERT J. STERNBERG. *When Teaching Thinking Does Not Work, What Goes Wrong*, 555
McCLINTOCK, ROBERT O. *Marking the Second Frontier*, 345
McDONALD, JOSEPH P. *The Emergence of the Teacher's Voice: Implications for the New Reform*, 471
NIX, DON. *Should Computers Know What You Can Do with Them*, 418
NORRIS, STEPHEN P., AND LINDA PHILLIPS. *Explanations of Reading Comprehension: Schema Theory and Critical Thinking Theory*, 281
PALLAS, AARON. *School Climate in American High Schools*, 541
PAPERT, SEYMOUR, AND GEORGE FRANZ. *Computer as Material: Messing About with Time*, 384
PHILLIPS, LINDA, AND STEPHEN P. NORRIS. *Explanations of Reading Comprehension: Schema Theory and Critical Thinking Theory*, 281
RAVEN, JOHN. *Values and Cognitive Development*, 21
SAPON-SHEVIN, MARA. *Giftedness as a Social Construct*, 39

SCHWARTZ, DANIEL L., JOHN B. BLACK, AND KAREN SWAN. *Developing Thinking Skills with Computers*, 384

SEAL-WANNER, CARLA. *Interactive Video Systems: Their Promises and Educational Potential*, 371

SHAPIRO, SVI. *Educational Theory and Recent Political Discourse: A New Agenda for the Left*, 171

SILIN, JONATHAN G. *The Language of AIDS: Public Fears, Pedagogical Responsibilities*, 3

SOLTIS, JONAS F. *For the Record*, 1

STERNBERG, ROBERT J., AND MARIE MARTIN. *When Teaching Thinking Does Not Work, What Goes Wrong*, 555

SWAN, KAREN, DANIEL L. SCHWARTZ, AND JOHN B. BLACK. *Developing Thinking Skills with Computers*, 384

TAYLOR, ROBERT P., AND NANCY CUNNIFF. *Moving Computing and Education beyond Rhetoric*, 360

VANDENBERG, DONALD. *Education and the Religious*, 69

WAGNER, JON. *Chefs and Teachers: A Hypothetical Exchange about Real Problems of Strengthening the Teaching Profession*, 239

WILSON, SUZANNE M., AND SAMUEL S. WINEBURG. *Peering at History through Different Lenses: The Role of Disciplinary Perspectives in Teaching History*, 525

WINEBURG, SAMUEL S., AND SUZANNE M. WILSON. *Peering at History through Different Lenses: The Role of Disciplinary Perspectives in Teaching History*, 525

ZIMILES, HERBERT. *Progressive Education: On the Limits of Evaluation and the Development of Empowerment*, 201

ZIRKEL, PERRY Z., AND SCOTT C. GREENWOOD. *Effective Schools and Effective Principals: Effective Research*, 255

BOOKS REVIEWED

ANTLER, JOYCE. *Lucy Sprague Mitchell: The Making of a Modern Woman* (William Ayers), 579

BANNISTER, ROBERT C. *Sociology and Scientism: The American Quest for Objectivity, 1880–1940* (Peter Abbs), 593

BELENKY, MARY FIELD, BLYTHE McVICKER CLINCHY, NANCY RULE GOLDBERGER, AND JILL MATTUCK TARRULE. *Women's Ways of Knowing* (Lynda Stone), 307

BROOKFIELD, STEPHEN. *Understanding and Facilitating Adult Learning* (Carol E. Kasworm), 327

BRIDGES, EDWIN M. *The Incompetent Teacher: The Challenge and the Response* (Myrna Cooper), 455

CARNOY, MARTIN, AND HENRY M. LEVIN. *Schooling and Work in the Democratic Society* (Jean Anyon), 158

EVANS, ALICE FRAZER, ROBERT A. EVANS, AND WILLIAM BEAN KENNEDY. *Pedagogies for the Non-Poor* (Philip H. Phenix), 462

FELDMAN, DAVID HENRY, WITH LYNN T. GOLDSMITH. *Nature's Gambit: Child Prodigies and the Development of Human Potential* (James H. Borland), 451

FENSTERMACHER, GARY, AND JONAS F. SOLTIS. *Approaches to Teaching* (Alan Tom), 329

FRANKLIN, BARRY M. *Building the American Community: The School Curriculum and the Search for Social Control* (Laurel N. Tanner), 133

FRAATZ, JO MICHELLE BELD. *The Politics of Reading: Power, Opportunity, and Prospects for Change in America's Public School* (Joel Taxel), 595

GLASSER, WILLIAM. *Control Theory in the Classroom* (John H. Clarke), 459

GRANT, GERALD A., AND CHRISTENE SLEETER. *After the School Bell Rings* (James Raffan and James K. Olson), 153
HILLOCKS, GEORGE, JR. *Research on Written Composition: New Directions for Teaching* (Thomas Newkirk), 155
HOWARD, V. A., AND J. H. BARTON. *Thinking on Paper* (Maxine Greene), 149
KLIEBARD, HERBERT M. *The Struggle for the American Curriculum 1893–1958* (Laurel N. Tanner), 133
LEVINE, ROBERT A., AND MERRY I. WHITE. *Human Conditions: The Cultural Basis of Educational Developments* (C. T. Hu), 321
LEVY, DANIEL C., ED. *Private Education: Studies in Choice and Public Policy* (Thomas James), 317
LITTWIN, SUSAN. *The Postponed Generation: Why American Youth Are Growing Up Later* (Maurice J. Elias), 590
MARSHALL, JAMES. *The Devil in the Classroom: Hostility in American Education* (Lillian Weber), 146
MEHAN, HUGH, ALMA HERTWECK, AND J. LEE MEIHLS. *Handicapping the Handicapped: Decision Making in Students' Educational Careers* (Elizabeth M. Reis), 324
PETROSKY, ANTHONY R., AND DAVID BARTHOLOMAE, EDS. *The Teaching of Writing* (John M. Ackerman), 333
POPKEWITZ, THOMAS S. *Critical Studies in Teacher Education: Its Folklore, Theory and Practice* (Louise M. Berman), 587
SHOR, IRA. *Culture Wars: School and Society in the Conservative Restoration 1969–1984* (Jose R. Rosario), 312
SOLOMON, CYNTHIA. *Computer Environments for Children: A Reflection on Theories of Learning and Education* (Judith McConnell Falk), 441
SPITZ, HERMAN H. *The Raising of Intelligence: A Selected History of Attempts to Raise Retarded Intelligence* (Leonard S. Blackman), 446
STAKE, ROBERT E. *Quieting Reform* (Richard M. Wolf), 599
USEEM, ELIZABETH L. *Low-Tech Education in a High-Tech World: Corporations and Classrooms in the New Information Society* (Jerry P. King), 444
WHITE, MERRY I., AND SUSAN POLLAK, EDS. *The Cultural Transition: Human Experience and Social Transformation in the Third World and Japan* (C. T. Hu), 321

BOOK REVIEWS

Abbs, Peter, 593
Ackerman, John M., 333
Anyon, Jean, 158
Ayers, William, 579
Berman, Louise M., 587
Blackman, Leonard S., 446
Borland, James H., 451
Clarke, John H., 459
Cooper, Myrna, 455
Elias, Maurice J., 590
Falk, Judith McConnell, 481
Greene, Maxine, 149
Hu, C. T., 321
James, Thomas, 317
Kasworm, Carol E., 327
King, Jerry P., 444
Newkirk, Thomas, 155
Olson, John K., 153
Phenix, Philip H., 462
Raffan, James, 153
Reis, Elizabeth M., 324
Rosario, Jose R., 312
Stone, Lynda, 307
Tanner, Laurel N., 113
Taxel, Joel, 595
Tom, Alan, 329
Weber, Lillian, 146
Wolf, Richard M., 599

Responses

Franklin, Barry M., 142
Kliebard, Herbert M., 139